

***SOUTH CAROLINA STANDARD  
FOR  
AMERICAN SIGN LANGUAGE PROFICIENCY***



Unity of Global Signing  
Courtesy of Deaf Artist Nancy Rourke

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## Acknowledgments

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### State American Sign Language Panel

The members of the state world languages committee reviewed and recommended revisions to the 2009 standards document, *South Carolina Academic Standards for American Sign Language*:

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### American Council on the Teaching of Foreign Languages (ACTFL) and the National Council of State Supervisors for Languages (NCSSFL)

The committee is grateful for permission to use and adapt *the NCSSFL-ACTFL Can-Do Statements* to develop the *2016 South Carolina Standard for American Sign Language Proficiency*.

## TABLE OF CONTENTS

Acknowledgements	iii
Frequently Asked Questions	
<i>South Carolina Standard for American Sign Language Proficiency</i>	1
Competencies, Benchmarks, Indicators, Sample Learning Targets for American Sign Languages	11
Benchmark Summary Chart for American Sign Language	154

# ***FREQUENTLY ASKED QUESTIONS SOUTH CAROLINA STANDARD FOR AMERICAN SIGN LANGUAGE PROFICIENCY***

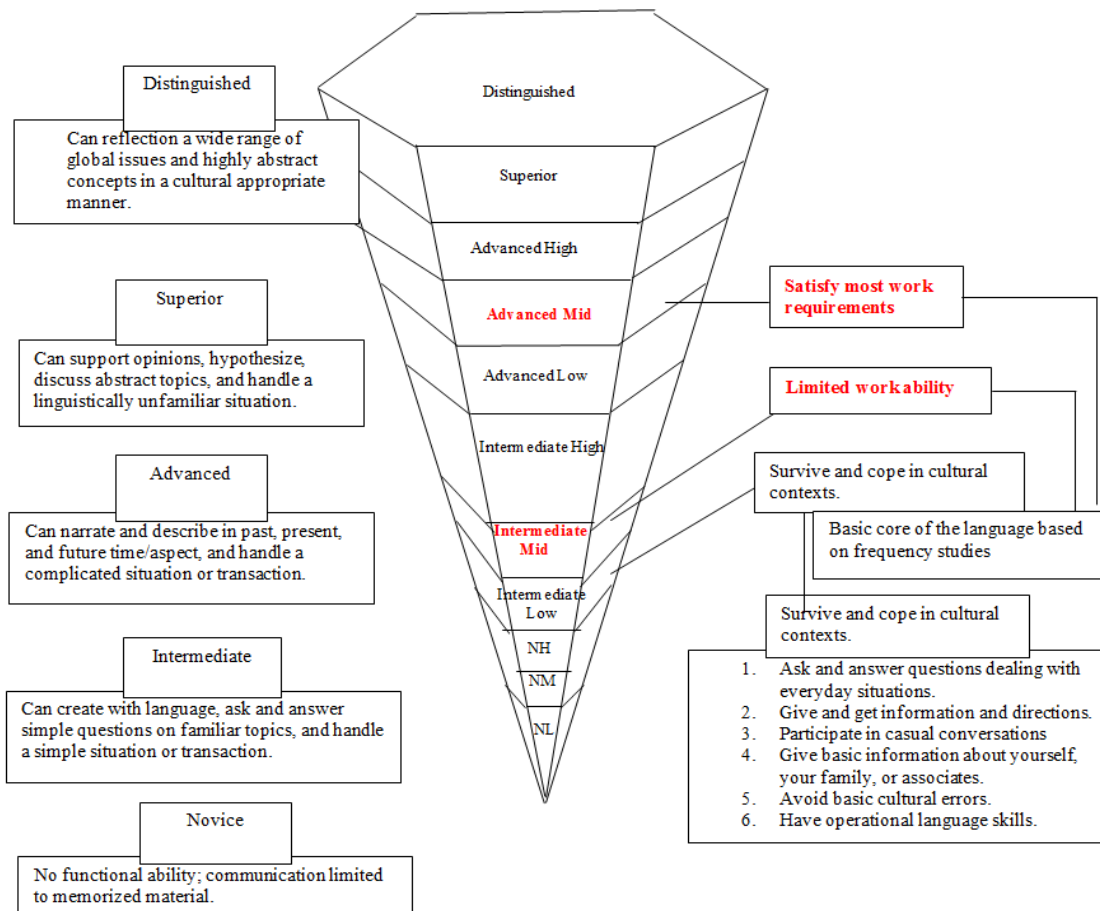
## **What is the South Carolina Standard for American Language Proficiency?**

The *South Carolina Sign Language* description of the

### ACTFL PROFICIENCY PYRAMID

*Standard for American Proficiency* is a competencies South

Carolina ASL learners should demonstrate at three of five proficiency levels as defined in the *2012 American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines*. These guidelines are a description of what individuals can do at five levels of proficiency interpretive, interpersonal, and presentational communication. They imply spontaneous and non-rehearsed performance in a real-world context. The three proficiency levels used for this document, novice through advanced, are further subdivided into low, mid and high sublevels.



These proficiency levels are widely used in educational and professional circles in the United States to determine language competencies for many jobs.

### **Why study American Sign Language (ASL)?**

According to the 2015 survey of the Modern Language Association, partially funded by the National Endowment for the Humanities and the National Security Educational Program, American Sign Language has the third highest enrollment in colleges and universities. Between 2009 and 2013 ASL enrollments increased by 19.0%. American Sign Language is estimated to be the fourth most commonly used language in the U.S.

American Sign Language (ASL) is the language of the Deaf community in the United States and much of Canada.

### **What is the rationale for revising the 2009 *South Carolina Academic Standards for American Sign Language*?**

Since 2010 successful completers of American Sign Language course in South Carolina high schools are awarded world language credit. In 2013 the modern and classical languages revised their standards so that they aligned to the 2012 American Council on the Teaching of Foreign Languages (ACTFL)

The rationale for this alignment stems from the need to provide a more transparent, learner-friendly document that clearly describes benchmarks of what learners can do with language at various stages. Its intent is to recognize that everyone can learn a language, to motivate learning and increase achievement through goal setting and self-assessment, and to facilitate building functional language skills and intercultural communicative competence. The standard, benchmarks, indicators and targets are meant to guide learning and should be shared with learners and made available to parents and other stakeholders.

### **What is the purpose of the 2016 *South Carolina Standard for American Sign Language Proficiency*?**

In general, the purpose is to clarify the process of language learning. The standard document helps motivate learning by showing how to set achievable goals, self-assess and chart progress by using “I can” statements that facilitate this process. Learners thus take ownership of their individual language development. The standard document guides the facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact. It provides examples of learning targets that can be used regardless of age, class level, or content studied. By posting or citing daily learning targets and celebrating success, teachers can model behavior that leads students to become autonomous learners. This document provides a clearer understanding of what learners need to know and be able to do to move from one level to the next.

For learners, the purpose is to:

1. demystify language learning by simplifying and clarifying the process.
2. provide clear descriptions of what can be done with language at various levels and make expectations more realistic.
3. offer examples of small, incremental, and achievable goals that learners can use as models to set personal goals, self-assess, and chart their own progress.

For teachers, the purpose is to:

1. guide facilitation of language learning toward more functional, communicative and intercultural goals, rather than those of language structure and cultural fact.
2. provide examples of learning targets that can be used across ages, class levels, or content studied.
3. suggest learning experiences, scenarios, and integrated performance assessment tasks.
4. provide a cross-check for ensuring that each mode of communication and skill is addressed at each level.
5. clarify what learners need to be able to do in order to move from one level to the next.

For parents, administrators, and other stakeholders, the purpose is to:

1. demonstrate how world language learning has moved from a focus on grammar and translation toward effective communication, literacy, and cultural interaction.
2. define exactly what is expected of learners at different levels of proficiency.
3. emphasize real-world application for language use.

**Why does the *South Carolina Standard for American Sign Language Proficiency* apply to all learners regardless of grade level?**

Learners begin new language experiences at different ages and progress toward proficiency at different rates. The amount of quality time spent in the target language (i.e., immersion vs. high school level I) is a determining factor in the proficiency level that learners will reach. Learners at similar ages frequently demonstrate varying proficiency levels in all three modes of communication when assessed. The *South Carolina Standard for American Sign Language Proficiency* outlines the progression of learner skills, making it easier for teachers to identify a learner's skill level and to differentiate learning for all learners.

**How does the *South Carolina Standard for American Sign Language Proficiency* apply to fluent ASL users?**

Learners may learn ASL at home or at school. When fluent ASL learners choose to continue studying ASL in school differentiated learning must take place to meet their needs.

When determining the placement of such learners in ASL courses, consideration should be given to proficiency levels. Within ASL courses, the performance indicators allow teachers to set class goals while allowing learners to modify them to meet their own personal learning goals. Fluent

ASL users may demonstrate varying levels of proficiency across the three modes of communication: interpersonal, interpretive and presentational. For example, they may perform at a higher level of proficiency in the interpersonal mode than in the presentational mode. The benchmarks and indicators identify the learner's skill and modify the learning experience to meet the learner's needs. When possible, specially designed language courses for fluent ASL users are optimal.

### How is the *South Carolina Standard for World Language for Proficiency* organized?

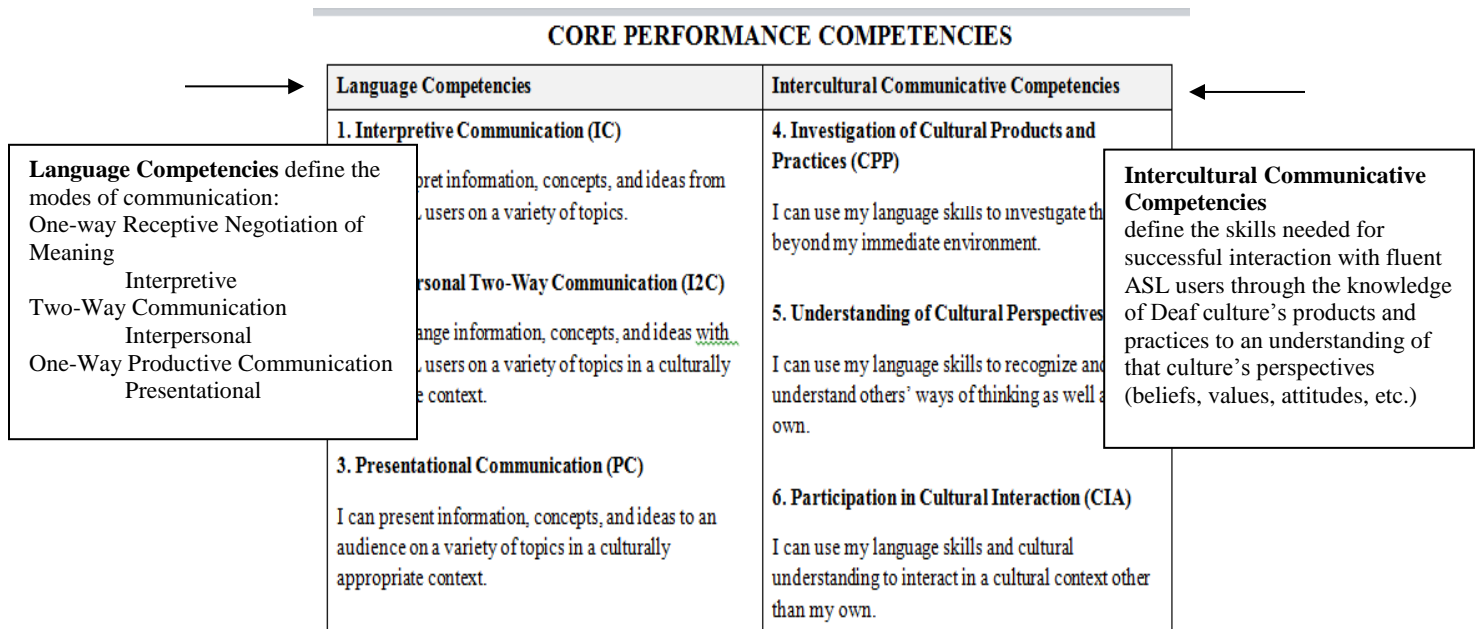
The content of the *South Carolina Standard for World Language Proficiency* is organized according to the national standards, blending the two focus goal areas of Communication and Cultures into one standard. The remaining goals of Connections, Comparisons, and Communities are embedded within Communication and Cultures. The language competencies are:

- interpretive one-way communication
- interpersonal two-way communication, and
- one-way presentational communication.

The intercultural communicative competencies are:

- investigation of cultural products and practices
- understanding of cultural perspectives (ways of thinking), and
- interaction, bridging one's own and the other's culture.

### Document Organization





NOVICE HIGH (NH) PROFICIENCY LEVEL			<b>Novice</b> is one of the three levels of proficiency (Novice, Intermediate, and Advanced) with sublevels low, mid, and high.
INTERPRETIVE Learner Benchmark NH.IL Interpretive Communication	INTERPERSONAL Learner Benchmark NH.IC Interpersonal Communication	PRESENTATIONAL Learner Benchmark NH.PS Presentational Communication	<b>Benchmarks</b> are broad summary statements of what learners can do at specific proficiency levels. They allow learners to chart their progress on the continuum of learning.
<b>NH.IL</b> <i>I can often understand signs, phrases, and simple sentences related to everyday life.</i> <i>I can recognize pieces of information and sometimes understand the main topic.</i>	<b>NH.IC</b> <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i> <i>I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i>	<b>NH.PS</b> <i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i>	<b>Learning Indicators</b> deconstruct the benchmarks to show the range of functions that learners can expect to experience and attain.
<b>Learning Indicator</b> <b>NH.IL.1</b> I can sometimes understand simple questions or statements on familiar topics.	<b>Learning Indicator</b> <b>NH.IC.1</b> I can exchange some personal information.	<b>Learning Indicator</b> <b>NH.PS.1</b> I can present information about my life using phrases and simple sentences.	<b>Sample Learning Targets</b> are specific examples of functional language goals tied to a unit or lesson. Learning targets are specific, measurable, attainable, relevant and time-bound (SMART). Each series of <b>Sample Learning Targets</b> includes a blank “I can” statement as a reminder that learners and teachers can
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can recognize the difference between a question and a statement.</li> <li>• I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc.</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can ask and say a home address and e-mail address.</li> <li>• I can ask and say someone’s nationality.</li> <li>• I can ask and tell about family members and their characteristics.</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can describe my family and friends.</li> <li>• I can describe my school.</li> <li>• I can describe where I work and what I do.</li> <li>• I can...</li> </ul>	

**Numbers and Letters:** NH.IC.1 = Novice-High, Interpretive Indicator Number 1, 2, etc.

## How will the *South Carolina Standard for American Sign Language Proficiency* be used?

Districts, schools, programs, and independent learners will

- create long-range program proficiency goals reflective of a shared vision.
- identify proficiency benchmarks for assessment at designated intervals.
- develop a backward-design plan to support learners in meeting identified proficiency benchmarks.

## How will teachers use the *South Carolina Standard for American Language Proficiency* to plan?

In order to make the best use of this document, teachers will apply the principles of backward design to curriculum, unit, and lesson planning. The premise of backward design consists of three stages:

1. identify the desired results;
2. determine what evidence demonstrates that learners have achieved those results; and then
3. plan learning experiences that match. (Wiggins and McTighe).

The desired results are defined as the learning benchmarks (general) and the learning indicators (specific). Learners demonstrate proficiencies through Integrated Performance Assessments (IPA's).

As teachers implement the document they use the

- *standard* as the mission and vision that drives all language-learning decisions.
- *core competency* “I can” statements to ensure that all elements of language learning and intercultural communicative competence are appropriately balanced.
- *benchmark* statements to establish the expectations for learner performance at the identified proficiency level for courses.
- *learning indicators* to identify measurable, attainable goals for units.
- *sample learning targets* as examples of real-world contexts that can facilitate and motivate language learning for lessons.

### **Why and how do teachers and learners address intercultural communicative competencies?**

The need for language competence in a diverse society touches every sector of life. From career preparation in an international workforce to citizen diplomacy and national defense to one's role in a social or virtual community, communication across cultures is key. Learners today must have the language proficiency to communicate with diverse audiences, the insight into the cultural perspectives that shape those audiences, and the ability to behave appropriately in a variety of cultural contexts. The series of can-do statements organized around the language proficiency levels (*2012 ACTFL Proficiency Guidelines*) guides learners in their development of such linguistic and intercultural competencies.

Demonstrating intercultural communicative competence requires both the ability to use the language and to behave appropriately in cultural contexts. This may be particularly challenging for learners in the early stages of language learning who may not have the linguistic skill to address cultural perspectives in the language of study. It is the responsibility of all those who facilitate language learning – be they at the elementary, middle, high school, virtual or after-school programs - to provide opportunities for learners to experience language and culture together. Learners and educators must recognize that language and culture are inseparable. This requires the near exclusive use of the language of study. Thus, as language proficiency grows, so will intercultural communicative competence.

Just as the proficiency level can-do statements of novice, intermediate, advanced, and superior are cumulative in nature for language competencies, they are cumulative for intercultural communicative competencies as well. Learners demonstrate evidence of novice-level competencies first, and then add evidence of intermediate-level competencies and so forth. They continually add to their repertoire as they move up the proficiency continuum, applying knowledge of products and practices sometimes before developing and applying an understanding of perspectives. The interaction of language and cultural competencies thus results in intercultural communicative competence.

Unlike the language benchmarks and indicators, the intercultural communicative can-do statements are not divided into low, mid, and high sublevels. Learners are expected to demonstrate the intercultural communicative benchmarks when they have demonstrated the highest language proficiency sublevel. For example, learners who have demonstrated novice high language competencies should also be demonstrating the novice level intercultural communicative competencies.

## STANDARD

**Every learner will use a world language, other than English, to engage in meaningful, intercultural communication. For spoken languages this means understanding and interpreting the spoken and written language, and presenting information, concepts and ideas in local and global communities.**

**For ASL learners, this means that they will engage in meaningful, intercultural communication through the signed language which involves interpreting signs and body language, participating in two-way interpersonal, and one-way presentational communication.**

**Through learning another language, all language learners will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.**

*Adapted from Standards for Foreign Language Learning in the 21<sup>st</sup> Century*

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Communicative Competencies
<b>1. Interpretive Communication (IC)</b>  I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.	<b>4. Investigation of Cultural Products and Practices (CPP)</b>  I can use my language skills in ASL to investigate the world beyond my immediate environment.
<b>2. Interpersonal Two-Way Communication (I2C)</b>  I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.	<b>5. Understanding of Cultural Perspectives (CP)</b>  I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.
<b>3. Presentational Communication (PC)</b>  I can present information, concepts, and ideas in ASL to an audience on a variety of topics in a culturally appropriate context.	<b>6. Participation in Cultural Interaction (CIA)</b>  I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.

## NOVICE LOW (NL) PROFICIENCY LEVEL

<i><b>INTERPRETIVE</b></i>	<i><b>INTERPERSONAL</b></i>	<i><b>PRESENTATIONAL</b></i>
<i><b>Learner Benchmark</b></i> <i><b>NL.IL Interpretive Communication</b></i>	<i><b>Learner Benchmark</b></i> <i><b>NL.I2C Interpersonal Communication</b></i>	<i><b>Learner Benchmark</b></i> <i><b>NL.PC Presentational Communication</b></i>
<b>NL.IL</b> <i>I can recognize a few memorized signs and phrases in ASL.</i>	<b>NL.I2C</b> <i>I can communicate on some very familiar topics using single signs and phrases that I have practiced and memorized in ASL.</i>	<b>NL.PC</b> <i>I can present information about myself and some other very familiar topics using single signs or memorized phrases in ASL.</i>
<b>Learning Indicator</b> <b>NL.IL.1</b> I can occasionally identify the parameters of a sign in ASL.	<b>Learning Indicator</b> <b>NL.I2C.1</b> I can greet my peers in ASL.	<b>Learning Indicator</b> <b>NL.PC.1</b> I can imitate signs and phrases that I have learned in ASL.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can recognize the handshape of a sign ASL.</li> <li>• I can recognize the palm orientation of a sign ASL.</li> <li>• I can recognize the movement of a sign in ASL.</li> <li>• I can recognize the location of a sign in ASL.</li> <li>• I can recognize some non-manual markers and signals in ASL.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <p>I can say hello and goodbye in ASL.</p> <ul style="list-style-type: none"> <li>• I can point (index) to refer to a person or thing ASL.</li> <li>• I can use non-manual markers to express affect and emotions in ASL.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can sign numbers 1-10 in ASL.</li> <li>• I can sign the day of the week in ASL.</li> <li>• I can hold eye contact with my audience when I sign in ASL.</li> <li>• I can...</li> </ul>
<b>Learning Indicator</b> <b>NL.IL.2</b> I can occasionally understand isolated signs in ASL that I have memorized, particularly when accompanied by gestures or pictures.	<b>Learning Indicator</b> <b>NL.I2C.2</b> I can introduce myself to someone in ASL.	<b>Learning Indicator</b> <b>NL.PC.2</b> I can introduce myself to a group in ASL.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can understand greetings in ASL.</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can fingerspell my name to someone in ASL.</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can state my name, age, and where I live in ASL.</li> </ul>

<ul style="list-style-type: none"> <li>● I can recognize some color words in ASL.</li> <li>● I can understand some numbers in ASL.</li> <li>● I can understand some food items in ASL.</li> <li>● I can understand survival signs in ASL.</li> <li>● I can recognize fingerspelled words produced at a slow pace in ASL.</li> <li>● I can recognize my classmates' names in ASL.</li> <li>● I can recognize words of 3-5 letters in ASL.</li> <li>● I can understand the difference between yes/no questions and <i>who, what, when, where</i> questions in ASL.</li> <li>● I can express understanding of a simple signed message with the appropriate back channeling (appropriate feedback) in ASL.</li> <li>● I can...</li> </ul>	<ul style="list-style-type: none"> <li>● I can...</li> </ul>	<ul style="list-style-type: none"> <li>● I can give my phone number, and e-mail address in ASL.</li> <li>● I can...</li> </ul>
	<b>Learning Indicator</b> <b>NL.I2C.3</b> I can answer a few simple questions in ASL.	<b>Learning Indicator</b> <b>NL.PC.3</b> I can label familiar people, places, and objects in pictures and posters in ASL.
	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can respond to some yes/no questions in ASL.</li> <li>● I can answer some either/or questions in ASL.</li> <li>● I can respond to some <i>who, what, when, where</i> questions in ASL.</li> <li>● I can use survival signs for basic communication in ASL.</li> </ul>	<b>Sample Learning Targets</b>

	<ul style="list-style-type: none"> <li>• I can ask for information to be repeated in ASL.</li> </ul> I can...	
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## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Communicative Competencies
<b>1. Interpretive Communication (IC)</b>  I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.	<b>4. Investigation of Cultural Products and Practices (CPP)</b>  I can use my language skills in ASL to investigate the world beyond my immediate environment.
<b>2. Interpersonal Two-Way Communication (I2C)</b>  I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.	<b>5. Understanding of Cultural Perspectives (CP)</b>  I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.
<b>3. Presentational Communication (PC)</b>  I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.	<b>6. Participation in Cultural Interaction (CIA)</b>  I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.

## NOVICE MID (NM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>	<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>
<i>Learner Benchmark</i> <i>NM.IL Interpretive Communication</i>	<i>Learner Benchmark</i> <i>NM.I2C Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>NM.PC Presentational Communication</i>
<b>NM.IL</b>  <i>I can recognize some familiar signs and phrases in ASL.</i>	<b>NM.I2C</b>  <i>I can communicate in ASL on very familiar topics using a variety of words and phrases that I have practiced and memorized.</i>	<b>NM.PC</b>  <i>I can present information in ASL about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</i>

<p><b>Learning Indicator</b></p> <p><b>NM.IL.1</b> I can understand a few courtesy phrases in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.I2C.1</b> I can greet and leave people in a polite way in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.PC.1</b> I can present information about myself and others using words and phrases in ASL.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand greetings and leave-taking in ASL.</li> <li>● I can understand when people express thanks in ASL.</li> <li>● I can understand when people introduce themselves in ASL.</li> <li>● I can understand someone's sign name in ASL.</li> <li>● I can understand my teacher's sign name in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can sign hello and goodbye to someone my age or younger in ASL.</li> <li>● I can say hello and goodbye to my teacher, professor, or supervisor in ASL.</li> <li>● I can say hello to an adult that I don't know in ASL.</li> <li>● I can sign whether I am hearing or Deaf in ASL.</li> <li>● I can sign where I am learning ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can sign the date in ASL.</li> <li>● I can sign the months and seasons in ASL.</li> <li>● I can sign what I look like in ASL.</li> <li>● I can sign what I like to do in ASL.</li> <li>● I can use basic classifiers to describe appearance in ASL.</li> <li>● I can sign what someone looks like.</li> <li>● I can sign what someone likes to do.</li> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>NM.IL.2</b> I can recognize and sometimes understand basic information in signs and phrases in ASL that I have memorized.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.I2C.2</b> I can introduce myself and others in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.PC.2</b> I can express my likes and dislikes using words, phrases, and memorized expressions in ASL.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can identify days of the week and the time in ASL.</li> <li>● I can recognize some common weather expressions in ASL.</li> <li>● I can recognize some terms related to games in ASL.</li> <li>● I can recognize some signs for</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can introduce myself and provide basic personal information in ASL.</li> <li>● I can introduce someone else in ASL.</li> <li>● I can respond to an introduction in ASL.</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can say which sports I like and don't like in ASL.</li> <li>● I can list my favorite free-time activities and those I don't like in ASL.</li> <li>● I can state my favorite foods and drinks and those I don't like in ASL.</li> </ul>



<p>familiar locations library, lunchroom, etc.) in ASL</p> <ul style="list-style-type: none"> <li>● I can...</li> </ul>	<ul style="list-style-type: none"> <li>● I can...</li> </ul>	<ul style="list-style-type: none"> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>NM.IL.3</b> I can recognize and sometimes understand signs and phrases in ASL that I have learned for specific purposes.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.I2C.3</b> I can answer a variety of simple questions in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.PC.3</b> I can present information about familiar items in my immediate environment in ASL.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can recognize terms for how I am feeling today in ASL.</li> <li>● I can sometimes understand variations of some signs and phrases in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can answer questions about what I like and dislike in ASL.</li> <li>● I can answer questions about what I am doing and what I did in ASL.</li> <li>● I can answer questions about where I'm going or where I went in ASL.</li> <li>● I can answer questions about something I have learned in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can describe my house in ASL.</li> <li>● I can sign about my school or where I work.</li> <li>● I can sign about my room or office and what is in it.</li> <li>● I can present basic information about my community, town/city, state or country in ASL.</li> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>NM. I2C. 4</b> I can make some simple statements in a conversation in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NM.PC.4</b> I can sign about my daily activities using words, phrases, and memorized expressions.</p>
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can sign what I am doing.</li> <li>● I can sign where I went.</li> <li>● I can sign that I am going to see someone.</li> <li>● I can sign a positive reaction,</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can list my classes and indicate what time they start and end in ASL.</li> <li>● I can name activities and their times in my schedule in ASL.</li> <li>● I can sign what I do on the</li> </ul>

	<p>such as “Great!”</p> <ul style="list-style-type: none"> <li>● I can use appropriate signals in ASL to participate in a conversation.</li> <li>● I can...</li> </ul>	<p>weekends.</p> <ul style="list-style-type: none"> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b>  <b>NM.I2C.5</b> I can ask some simple questions in ASL.</p>	<p><b>Learning Indicator</b>  <b>NM.PC.5</b> I can present simple information about something I learned using words, phrases, and memorized expressions in ASL.</p>
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can ask <i>who, what, when, where</i> questions in ASL.</li> <li>● I can ask questions about something that I am learning in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can mention holiday celebrations based on pictures or photos.</li> <li>● I can name the main South Carolina cities on a map in ASL.</li> <li>● I can mention animals, colors, foods, historical figures, or sports based on pictures or photos in ASL.</li> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b>  <b>NM.I2C.6</b> I can communicate basic information about myself and people I know in ASL.</p>	
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can sign my name and ask someone’s name in ASL.</li> <li>● I can sign something about the members of my family and ask about someone’s family in ASL.</li> <li>● I can sign something about friends and classmates or co-workers in ASL.</li> </ul>	

	<ul style="list-style-type: none"> <li>● I can...</li> </ul>	
	<b>NM.I2C.7</b> I can communicate some basic information in ASL about my everyday life.	
	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can give times, dates and weather information in ASL.</li> <li>● I can indicate what I eat, learn, and do in ASL.</li> <li>● I can sign about places I know.</li> <li>● I can ask and understand how much something costs in ASL.</li> <li>● I can indicate the time and location of a community event in ASL.</li> <li>● I can...</li> </ul>	

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<b>1. Interpretive Communication (IC)</b> I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.	<b>4. Investigation of Cultural Products and Practices (CPP)</b> I can use my language skills in ASL to investigate the world beyond my immediate environment.
<b>2. Interpersonal Two-Way Communication (I2C)</b> I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.	<b>5. Understanding of Cultural Perspectives (CP)</b> I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.
<b>3. Presentational Communication (PC)</b> I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.	<b>6. Participation in Cultural Interaction (CIA)</b> I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.

## NOVICE HIGH (NH) PROFICIENCY LEVEL

<b>INTERPRETIVE</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL</b>
<b>Learner Benchmark</b> <i>NH.IL Interpretive Communication</i>	<b>Learner Benchmark</b> <i>NH.I2C Interpersonal Communication</i>	<b>Learner Benchmark</b> <i>NH.PC Presentational Communication</i>
<b>NH.IL</b>  <i>I can often understand signs, phrases, and simple sentences related to everyday life in ASL.</i>  <i>I can recognize pieces of information and sometimes understand the main topic in ASL.</i>	<b>NH.IC</b>  <i>I can communicate and exchange information in ASL about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</i>  <i>I can usually handle short social interactions in everyday situations in ASL by asking and answering simple questions.</i>	<b>NH.PC</b>  <i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences in ASL.</i>
<b>Learning Indicator</b> <b>NH.IL.1</b> I can sometimes understand simple questions or statements on familiar topics in ASL	<b>Learning Indicator</b> <b>NH.I2C.1</b> I can exchange some personal information in ASL.	<b>Learning Indicator</b> <b>NH.PC.1</b> I can present information about my life using phrases and simple sentences in ASL.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can recognize a date in ASL.</li> <li>● I can recognize the difference between a question and a statement in ASL.</li> <li>● I can sometimes understand questions about how old I am, where I live, what I do in my free time, etc. in ASL.</li> <li>● I can sometimes understand questions or statements about my family in ASL.</li> <li>● I can sometimes understand</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can ask and express a home address and e-mail address in ASL.</li> <li>● I can ask and express someone's nationality in ASL.</li> <li>● I can ask and sign about family members and their characteristics.</li> <li>● I can ask sign about friends, classmates, teachers and co-workers.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can describe my family and friends in ASL.</li> <li>● I can describe my school in ASL.</li> <li>● I can describe where I work and what I do in ASL.</li> <li>● I can...</li> </ul>

<p>questions or statements about my friends and classmates or workmates in ASL.</p> <ul style="list-style-type: none"> <li>● I can recognize simple actions in a statement or story in ASL.</li> <li>● I can recognize the non-manual markers used in a statement or story in ASL.</li> <li>● I can...</li> </ul>		
<p><b>Learning Indicator</b></p> <p><b>NH.IL.2</b> I can understand simple information in ASL when presented with pictures and graphs.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.I2C.2</b> I can exchange information using texts, graphs or pictures in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PC.2</b> I can present a familiar experience or event in simple terms using phrases and simple sentences in ASL.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand some facts about the weather in ASL when weather symbols are used.</li> <li>● I can understand when someone describes physical descriptions from a photo or an art work in ASL .</li> <li>● I can follow simple arithmetic problems in ASL when I can see the figures.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can ask about and identify familiar things in a picture from a story in ASL.</li> <li>● I can ask about and identify important information about the weather in ASL using a map.</li> <li>● I can ask and respond to simple questions in ASL about dates, times, places, and events on schedules, posters, and tickets.</li> <li>● I can respond to simple questions in ASL based on graphs, or visuals that provide information containing numbers or statistics.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can sign what I do in class or at work.</li> <li>● I can sign what I do during the weekend.</li> <li>● I can sign what happens after school or work.</li> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>NH.IL.3</b> I can sometimes understand the main idea of signed conversations.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.I2C.3</b> I can ask for and give simple directions in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PC.3</b> I can present information in ASL about a familiar person, place, or thing using phrases and simple sentences.</p>

<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can sometimes understand if people are referring to me in their signed conversation.</li> <li>● I can sometimes understand if people are signing about their homes or asking for directions.</li> <li>● I can sometimes understand a simple transaction between a customer and a sales clerk.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can ask for directions to a place in ASL .</li> <li>● I can sign how to get from one place to another, such as go straight, turn left, or turn right.</li> <li>● I can sign where something is located, such as next to, across from, or in the middle of.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can describe a useful Web site in ASL .</li> <li>● I can sign about my favorite musical group, actor, or author.</li> <li>● I can describe a landmark, vacation location, or a place I visit in ASL .</li> <li>● I can sign about a famous person from history.</li> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>NH.I2C.4</b> I can make plans with others in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PC.4</b> I can present information about others in ASL using phrases and simple sentences.</p>
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can accept or reject an invitation to do something or go somewhere. in ASL</li> <li>● I can invite and make plans with someone to do something or go somewhere in ASL.</li> <li>● I can exchange information about where to go, such as to the store, the movie theatre, a concert, a restaurant, the lab, or when to meet in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can express others' likes and dislikes in ASL.</li> <li>● I can sign about others' free-time activities.</li> <li>● I can give basic biographical information about others in ASL.</li> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>NH.I2C.5</b> I can interact with others in everyday situations in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>NH.PC.5</b> I can give basic instructions in ASL on how to make or do something using phrases and simple sentences.</p>

	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can order a meal in ASL.</li> <li>● I can make a purchase in ASL.</li> <li>● I can buy a ticket in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can tell how to prepare something simple to eat in ASL.</li> <li>● I can describe a simple routine, like getting lunch in the cafeteria in ASL.</li> <li>● I can give simple directions to a nearby location or to an online resource in ASL.</li> <li>● I can...</li> </ul>
		<p><b>Learning Indicator</b></p> <p><b>NH.PC.6</b> I can present basic information in ASL about things I have learned using phrases and simple sentences.</p>
		<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can describe a simple process like a science experiment in ASL.</li> <li>● I can present information in ASL about a topic from a lesson based on pictures or photos.</li> <li>● I can present information in ASL about something I learned in a class or at work</li> <li>● I can present information in ASL about something I learned in the community.</li> <li>● I can...</li> </ul>

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Communicative Competencies
<p><b>1. Interpretive Communication (IC)</b></p> <p>I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.</p> <p><b>2. Interpersonal Two-Way Communication (I2C)</b></p> <p>I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.</p> <p><b>3. Presentational Communication (PC)</b></p> <p>I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.</p>	<p><b>4. Investigation of Cultural Products and Practices (CPP)</b></p> <p>I can use my language skills in ASL to investigate the world beyond my immediate environment.</p> <p><b>5. Understanding of Cultural Perspectives (CP)</b></p> <p>I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.</p> <p><b>6. Participation in Cultural Interaction (CIA)</b></p> <p>I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.</p>

## INTERMEDIATE LOW (IL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>	<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>
<i>Learner Benchmark</i> <i>IL.IC Interpretive Communication</i>	<i>Learner Benchmark</i> <i>IL.I2C Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>IL.PC Presentational Communication</i>
<p><b>IL.IC</b></p> <p><i>I can understand the main idea in short, simple messages and presentations on familiar topics in ASL.</i></p> <p><i>I can understand the main idea of simple conversations in ASL.</i></p>	<p><b>IL.I2C</b></p> <p><i>I can participate in conversations on a number of familiar topics using simple sentences in ASL.</i></p> <p><i>I can handle short social interactions in everyday situations by asking and answering simple questions in ASL..</i></p>	<p><b>IL.PC</b></p> <p><i>I can present information in ASL on most familiar topics using a series of simple sentences.</i></p>
<b>Learning Indicator</b> <b>IL.IC.1</b> I can understand the basic	<b>Learning Indicator</b> <b>IL.I2C.1</b> I can have a simple	<b>Learning Indicator</b> <b>IL.PC.1</b> I can sign about people,



purpose of a signed message	conversation in ASL on a limited number of everyday topics.	activities, events, and experiences.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can determine if I am hearing an announcement or an advertisement.</li> <li>● I can understand what a radio advertisement is selling.</li> <li>● I can understand when and where an event will take place in ASL.</li> <li>● I can understand a signed video response accepting or rejecting an invitation.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can sign with someone about family or household tasks.</li> <li>● I can sign with someone about hobbies and interests.</li> <li>● I can sign with someone about school or work.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can describe the physical appearance of a friend or family member in ASL.</li> <li>● I can describe another person's personality in ASL.</li> <li>● I can describe a school or workplace in ASL.</li> <li>● I can describe a famous place in ASL.</li> <li>● I can describe a place I have visited or want to visit in ASL..</li> <li>● I can present my ideas about something I have learned in ASL.</li> <li>● I can...</li> </ul>
<b>Learning Indicator</b> <b>IL.IL.2</b> I can understand messages related to my basic needs in ASL.	<b>Learning Indicator</b> <b>IL.I2C.2</b> I can ask and answer questions of factual information that is familiar to me in ASL.	<b>Learning Indicator</b> <b>IL.PC.2</b> I can express my needs and wants in ASL.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can understand a description of a field trip in ASL. .</li> <li>● I can understand the signed description of lunch menu.</li> <li>● I can understand signed teacher directions about when an assignment is due.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can ask and answer questions related to subjects such as geography, history, art, music, math, science, language, or literature in ASL.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can describe what I need for school or work in ASL.</li> <li>● I can tell what I want to do each day in ASL.</li> <li>● I can...</li> </ul>
<b>Learning Indicator</b> <b>IL.IL.3</b> I can understand questions and simple statements in ASL on	<b>Learning Indicator</b> <b>IL.I2C.3</b> I can use ASL to meet my basic needs in familiar	<b>Learning Indicator</b> <b>IL.PC.3</b> I can present information in ASL on plans, instructions, and

everyday topics when I am part of the conversation.	situations.	directions.
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand signed questions about my work or class schedule.</li> <li>● I can understand signed questions about my likes and dislikes.</li> <li>● I can understand signed compliments related to what I am wearing or what I am doing.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can ask for help at school, work, or in the community in ASL.</li> <li>● I can make an appointment or reservation by videophone in ASL.</li> <li>● I can arrange for transportation, such as by train, bus, taxi, or ride with friends in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can explain the rules of a game in ASL.</li> <li>● I can give multi-step instructions for preparing a recipe in ASL.</li> <li>● I can describe what my plans are for the weekend in ASL.</li> <li>● I can describe what my summer plans are in ASL.</li> <li>● I can describe holiday or vacation plans in ASL.</li> <li>● I can describe what is needed for a holiday or a celebration in ASL.</li> <li>● I can describe what I plan to do next in my life in ASL.</li> <li>● I can...</li> </ul>
		<p><b>Learning Indicator</b></p> <p><b>IL.PC.4</b> I can present short skits or stories in ASL..</p>
		<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can retell a children's story in ASL.</li> <li>● I can present a poem, a commercial or public service announcement in ASL.</li> <li>● I can participate in a performance of a skit or a scene from a play in ASL.</li> <li>● I can...</li> </ul>

		<b>Learning Indicator</b> <b>IL.PC.5</b> I can express my preferences on topics of interest in ASL.
		<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can give a presentation in ASL about a movie or television show that I like.</li> <li>● I can give a presentation in ASL about a famous athlete, celebrity, or historical figure.</li> <li>● I can express my thoughts about a current event I have learned about or researched in ASL.</li> <li>● I can...</li> </ul>

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<b>1. Interpretive Communication (IC)</b> I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.	<b>4. Investigation of Cultural Products and Practices (CPP)</b> I can use my language skills in ASL to investigate the world beyond my immediate environment.
<b>2. Interpersonal Two-Way Communication (I2C)</b> I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.	<b>5. Understanding of Cultural Perspectives (CP)</b> I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.
<b>3. Presentational Communication (PC)</b> I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.	<b>6. Participation in Cultural Interaction (CIA)</b> I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.

## INTERMEDIATE MID (IM) PROFICIENCY LEVEL

<i><b>INTERPRETIVE</b></i>	<i><b>INTERPERSONAL</b></i>	<i><b>PRESENTATIONAL</b></i>
<i><b>Learner Benchmark</b></i> <i><b>IM.IL Interpretive Communication</b></i>	<i><b>Learner Benchmark</b></i> <i><b>IM.I2C Interpersonal Communication</b></i>	<i><b>Learner Benchmark</b></i> <i><b>IM.PC Presentational Communication</b></i>
<b>IM.IL</b> <i>I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies in ASL.</i> <i>I can understand the main idea in conversations in ASL.</i>	<b>IM.I2C</b> <i>I can participate in conversations in ASL on familiar topics using sentences and series of sentences.</i> <i>I can handle short social interactions in everyday situations by asking and answering a variety of questions in ASL.</i> <i>I can usually sign what I want to express about myself and my everyday life.</i>	<b>IM.PC</b> <i>I can make presentations in ASL on a wide variety of familiar topics using connected sentences.</i>
<b>Learning Indicator</b> <b>IM.IL.1</b> I can understand basic information in visuals, such as ads, announcements and other signed digital media without captions.	<b>Learning Indicator</b> <b>IM.I2C.1</b> I can start, maintain, and end a conversation in ASL on a variety of familiar topics.	<b>Learning Indicator</b> <b>IM.PC.1</b> I can make a presentation in ASL about my personal and social experiences.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can understand when, where and which information is featured in Deaf events.</li> <li>● I can understand the main message of a signed video greeting.</li> <li>● I can understand the main points of a signed narrative (stories, News, YouTube, vlogs, etc.)</li> <li>● I can identify the type of ASL film from a movie preview (ASLfilms.com).</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can start a conversation in ASL.</li> <li>● I can ask for information, details, and explanations during a conversation in ASL.</li> <li>● I can bring a conversation to a close in ASL.</li> <li>● I can interview someone for a project or a publication in ASL.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can describe a childhood or past experience in ASL.</li> <li>● I can report on a social event that I attended in ASL.</li> <li>● I can make a presentation in ASL on something new I learned.</li> <li>● I can make a presentation in ASL about my plans for the future.</li> <li>● I can...</li> </ul>

<ul style="list-style-type: none"> <li>• I can...</li> </ul>		
<b>Learning Indicator</b> <b>IM.IL.2</b> I can understand the main idea of what I listen to for personal enjoyment.	<b>Learning Indicator</b> <b>IM.I2C.2</b> I can sign about my daily activities and personal preferences.	<b>Learning Indicator</b> <b>IM.PC.2</b> I can make a presentation in ASL on something I have learned or researched.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can understand basic personal questions that are asked on a signed video conference.</li> <li>• I can understand what a signed You Tube clip is about.</li> <li>• I can understand peers' signed descriptions about themselves or their avatars.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can talk about my daily routine in ASL.</li> <li>• I can sign about my interests and hobbies.</li> <li>• I can give reasons for my preferences in ASL.</li> <li>• I can give some information about activities I did in ASL.</li> <li>• I can give some information about something I plan to do in ASL.</li> <li>• I can talk about my favorite music, movies, and sports in ASL.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can give a short presentation in ASL on a current event.</li> <li>• I can present about a topic from an academic subject, such as science, math, art, etc. in ASL.</li> <li>• I can describe how to plan and carry out an event, such as a party or family reunion in ASL.</li> <li>• I can give a short presentation in ASL on a famous person, landmark, or cultural event.</li> <li>• I can...</li> </ul>
<b>Learning Indicator</b> <b>IM.IL.3</b> I can understand signed messages related to my everyday life.	<b>Learning Indicator</b> <b>IM.IC.3</b> I can use in ASL to handle tasks related to my personal needs.	<b>Learning Indicator</b> <b>IM.PC.3</b> I can make a presentation in ASL about common interests and issues and state my viewpoint.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can understand a signed video message about the time and place of a meeting.</li> <li>• I can understand a box-office recording about the times of the performances of events.</li> <li>• I can understand that an event is being postponed or cancelled in</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can request services, such as phone, computer, or car.</li> <li>• I can schedule an appointment in ASL.</li> <li>• I can make time and location for a meeting.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can give a presentation in ASL about a favorite movie and tell why I like it.</li> <li>• I can give a presentation in ASL about a famous person or historical figure and tell why he/she is important.</li> <li>• I can share my reactions about a current event and explain why</li> </ul>

ASL. ● I can...		the event is in the news in ASL. ● I can...
	<b>Learning Indicator</b> <b>IM.I2C.4</b> I can exchange information about subjects of special interest to me in ASL.	
	<b>Sample Learning Targets</b> ● I can talk about artists from other countries in ASL. ● I can talk about historical events in ASL. ● I can talk about a mathematics, technology, or science project in ASL. ● I can...	

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<b>1. Interpretive Communication (IC)</b> I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.	<b>4. Investigation of Cultural Products and Practices (CPP)</b> I can use my language skills in ASL to investigate the world beyond my immediate environment.
<b>2. Interpersonal Two-Way Communication (I2C)</b> I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.	<b>5. Understanding of Cultural Perspectives (ICP)</b> I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.
<b>3. Presentational Communication (PC)</b> I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.	<b>6. Participation in Cultural Interaction (CIA)</b> I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.

## INTERMEDIATE HIGH (IH) PROFICIENCY LEVEL

<b>INTERPRETIVE</b>	<b>INTERPERSONAL</b>	<b>PRESENTATIONAL</b>
<b>Learner Benchmark</b> <b><i>IH.IL Interpretive Communication</i></b>	<b>Learner Benchmark</b> <b><i>IH.I2C Interpersonal Communication</i></b>	<b>Learner Benchmark</b> <b><i>IH.PC Presentational Communication</i></b>
<b>IH.IL</b> <i>I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies in ASL.</i> <i>I can usually understand a few details in conversations in ASL, even when something unexpected is expressed.</i> <i>I can sometimes follow events and experiences in various timeframes in ASL.</i>	<b>IH.IC</b> <i>I can participate with ease and confidence in conversations in ASL on familiar topics.</i> <i>I can usually sign about events and experiences in various timeframes.</i> <i>I can usually describe people, places, and things in ASL.</i> <i>I can handle social interactions in everyday situations in ASL, sometimes even when there is an unexpected complication.</i>	<b>IH.PC</b> <i>I can make presentations in ASL in a generally organized way on school, work, and community topics, and on topics I have researched.</i> <i>I can make some presentations in ASL on events and experiences in various timeframes.</i>
<b>Learning Indicator</b> <b>IH.IL.1</b> I can easily understand straightforward information or interactions in ASL.	<b>Learning Indicator</b> <b>IH.IC.1</b> I can exchange information related to areas of mutual interest in ASL.	<b>Learning Indicator</b> <b>IH.PC.1</b> I can present information in ASL on academic and work topics.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can understand the signed descriptions of avatars in a new video game.</li> <li>● I can understand a signed interview between a student reporter and visitors about activities they have done and are planning to do while in</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can provide information about specific events in ASL.</li> <li>● I can ask for and provide information about a hobby or lifestyle, such as bicycling, vegetarianism, video games, or sports in ASL.</li> <li>● I can ask for and provide</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can present ideas in ASL about something I have learned, such as an historical event, a famous person, or a current environmental issue.</li> <li>● I can explain a series of steps needed to complete a task or experiment in ASL.</li> </ul>

<p>town.</p> <ul style="list-style-type: none"> <li>● I can understand a tour guide's description of a city's history and attractions.</li> <li>● I can...</li> </ul>	<p>descriptions of places I know and also places I would like to visit in ASL.</p> <ul style="list-style-type: none"> <li>● I can sign about my family history.</li> <li>● I can sign about jobs and career plans.</li> <li>● I can...</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain to someone who was absent what took place in class or on the job in ASL. .</li> <li>● I can present my qualifications and goals for an academic program, training, or job in ASL.</li> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>IH.IL.2</b> I can understand a few details in ads, announcements and other simple signed video recordings.</p>	<p><b>Learning Indicator</b></p> <p><b>IH.I2C.2</b> I can use ASL to do a task that requires multiple steps.</p>	<p><b>Learning Indicator</b></p> <p><b>IH.PC.2</b> I can do a presentation in ASL events, activities and topics of particular interest.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand a few details about a nutritional recommendation in a public service health announcement.</li> <li>● I can understand the services offered in an ad about a car repair service.</li> <li>● I can understand a few details from public service announcements such as severe weather warnings or safety alerts.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can give the basic rules of a game or sport and answer questions about them in ASL.</li> <li>● I can ask for, follow, and give instructions for preparing food in ASL.</li> <li>● I can ask for and follow directions to get from one place to another in ASL.</li> <li>● I can tell someone how to access information online in ASL.</li> <li>● I can explain basic rules, policies, or laws that affect us and answer questions about them in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can make a presentation in ASL on something I learned from the media.</li> <li>● I can make a presentation in ASL about an interesting person.</li> <li>● I can summarize a personal, historical, or cultural event in ASL.</li> <li>● I can give a presentation in ASL about my interests, hobbies, lifestyle, or preferred activities.</li> <li>● I can make a presentation in ASL about the history or current status of a school, organization, or company.</li> <li>● I can make a presentation in ASL about future plans.</li> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b></p> <p><b>IH.IL.3</b> I can sometimes understand situations with</p>	<p><b>Learning Indicator</b></p> <p><b>IH.I2C.3</b> I can use ASL to handle a situation that may have a</p>	<p><b>Learning Indicator</b></p> <p><b>IH.PC.3</b> I can present my point of view and provide reasons to</p>



complicating factors in ASL.	complication.	support it in ASL.
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand a signed video message from a friend explaining why he/she will be late.</li> <li>● I can understand a signed video message about a change in meeting times and place.</li> <li>● I can understand a signed mail message on a video phone about a family emergency.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can arrange for a make-up exam or reschedule an appointment in ASL.</li> <li>● I can return an item I have purchased to a store.</li> <li>● I can plan an outing with a group of friends in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can make a presentation in ASL on rules or policies such as cell phone use, dress code, or requirements for driving and explain my viewpoint.</li> <li>● I can share and justify my opinion on common issues such as allowances for children, curfews for teenagers, budget-related topics, etc. in ASL.</li> <li>● I can explain my point of view on current event topics such as recycling, nutrition and exercise, the food supply, conserving energy resources, extreme weather events, etc. in ASL.</li> <li>● I can...</li> </ul>

## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p><b>1. Interpretive Communication (IC)</b></p> <p>I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.</p> <p><b>2. Interpersonal Two-Way Communication (I2C)</b></p> <p>I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.</p> <p><b>3. Presentational Communication (PC)</b></p> <p>I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.</p>	<p><b>4. Investigation of Cultural Products and Practices (CPP)</b></p> <p>I can use my language skills in ASL to investigate the world beyond my immediate environment.</p> <p><b>5. Understanding of Cultural Perspectives (CP)</b></p> <p>I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.</p> <p><b>6. Participation in Cultural Interaction (CIA)</b></p> <p>I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.</p>

## ADVANCED LOW (AL) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>	<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>
<i>Learner Benchmark</i> <i>AL.IL Interpretive Communication</i>	<i>Learner Benchmark</i> <i>AL.I2C Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AL.PC Presentational Communication</i>
<p><b>AL.IL</b></p> <p><i>I can understand the main idea and some supporting details in organized communication on a variety of topics of personal and general interest in ASL.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes in ASL.</i></p> <p><i>I can understand information</i></p>	<p><b>AL.IC</b></p> <p><i>I can participate in conversations in ASL about familiar topics that go beyond my everyday life.</i></p> <p><i>I can communicate in an organized way and with some detail about events and experiences in various timeframes in ASL.</i></p> <p><i>I can describe people, places, and</i></p>	<p><b>AL.PC</b></p> <p><i>I can deliver organized presentations appropriate to my audience on a variety of topics in ASL.</i></p> <p><i>I can present information in ASL about events and experiences in various timeframes.</i></p>

<i>presented in ASL in a variety of genres on familiar topics, even when something unexpected is expressed.</i>	<i>things in an organized way and with some detail in ASL.</i>  <i>I can handle a familiar situation with an unexpected complication in ASL.</i>	
<b>Learning Indicator</b> <b>AL.II.1</b> I understand descriptions and stories of events that have happened or will happen in ASL.	<b>Learning Indicator</b> <b>AL.I2C.1</b> I can participate in ASL conversations on a wide variety of topics that go beyond my everyday life.	<b>Learning Indicator</b> <b>AL.PC.1</b> I can deliver short presentations in ASL on a number of academic and workplace topics.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can understand short presentations in ASL about famous people in history.</li> <li>● I can understand a video mail outlining the details of a plan for an upcoming outing in ASL.</li> <li>● I can follow a video conferencing session in which the speakers recount their experience on a recent trip.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can explain absentee and sick leave policies and answer questions about them in ASL .</li> <li>● I can discuss current issues, such as leash laws, school dress codes, drinking age, or speed limits in ASL.</li> <li>● I can discuss what is currently going on in another community or country.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can present an explanation for a work or school process, project, or policy in ASL .</li> <li>● I can provide a rationale for the importance of certain classes, subjects, or training programs in ASL.</li> <li>● I can present a summary of an action plan or annual report for a club or work group in ASL.</li> <li>● I can...</li> </ul>
<b>Learning Indicator</b> <b>AL.II.2</b> I can understand the main idea of popular genres in ASL.	<b>Learning Indicator</b> <b>AL.I2C.2</b> I can compare and contrast life in different locations and in different times in ASL.	<b>Learning Indicator</b> <b>AL.PC.2</b> I can deliver short presentations in ASL on social and cultural topics.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can follow signed televised promotions for upcoming programs.</li> <li>● I can follow a signed YouTube comparison of two popular vacation locations.</li> <li>● I can follow simple stories, recorded video books,</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can explain how life has changed since I was a child and respond to questions on the topic in ASL.</li> <li>● I can compare different jobs and study programs a conversation with a peer in ASL</li> <li>● I can explain how technology</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can present an explanation for a social or community project or policy in ASL.</li> <li>● I can give a presentation in ASL about the importance of certain social and cultural practices.</li> <li>● I can give a presentation in ASL on traditions related to social</li> </ul>

<p>summaries, and excerpts from speeches in ASL.</p> <ul style="list-style-type: none"> <li>● I can...</li> </ul>	<p>has changed our lives and while discussing this topic with another in ASL.</p> <ul style="list-style-type: none"> <li>● I can...</li> </ul>	<p>events such as homecoming, graduation, marriages, funerals, etc.</p> <ul style="list-style-type: none"> <li>● I can present a summary of an action plan or annual report for a community or social organization in ASL.</li> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>AL.I2C.3</b> I can resolve an unexpected complication that arises in a familiar situation in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>AL.PC.3</b> I can explain issues of public and community interest, including different viewpoints in ASL.</p>
	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can rearrange my itinerary, such as flights, pick-up times, and appointments when I experience travel delays.</li> <li>● I can explain to a friend how I'm going to replace an item that I borrowed and broke/lost in ASL.</li> <li>● I can explain why I was late to class or absent from work and arrange to make up the lost time in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can present reasons for or against a position on a political or social issue in ASL.</li> <li>● I can make a presentation in ASL related to public health or safety.</li> <li>● I can present a position during a formal debate in ASL.</li> <li>● I can make a presentation in ASL promoting an event, a service, or a product.</li> <li>● I can...</li> </ul>
	<p><b>Learning Indicator</b></p> <p><b>AL.I2C.4</b> I can conduct or participate in interviews in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>AL.PC.4</b> I can deliver presentations in ASL for a specific audience.</p>

	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can interview for a job or service opportunity related to my field of expertise in ASL.</li> <li>● I can interview someone about his/her professional interests and activities in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can deliver a presentation in ASL to my classmates or colleagues.</li> <li>● I can make presentations in ASL about special opportunities such as internships and travel.</li> <li>● I can provide an explanation about a process or procedure such as obtaining a driver's license, submitting an application for college admission, or applying for a scholarship or financial aid, etc. in ASL.</li> <li>● I can present an overview about my school, community, or workplace in ASL.</li> <li>● I can...</li> </ul>
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## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<p><b>1. Interpretive Communication (IC)</b></p> <p>I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.</p> <p><b>2. Interpersonal Two-Way Communication (I2C)</b></p> <p>I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.</p> <p><b>3. Presentational Communication (PC)</b></p> <p>I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.</p>	<p><b>4. Investigation of Cultural Products and Practices (CPP)</b></p> <p>I can use my language skills in ASL to investigate the world beyond my immediate environment.</p> <p><b>5. Understanding of Cultural Perspectives (CP)</b></p> <p>I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.</p> <p><b>6. Participation in Cultural Interaction (CIA)</b></p> <p>I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.</p>

## ADVANCED MID (AM) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>	<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>
<i>Learner Benchmark</i> <i>AM.IL Interpretive Communication</i>	<i>Learner Benchmark</i> <i>AM.I2C Interpersonal Communication</i>	<i>Learner Benchmark</i> <i>AM.PC Presentational Communication</i>
<p><b>AM.IL</b></p> <p><i>I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest in ASL.</i></p> <p><i>I can follow stories and descriptions of some length and in various timeframes in ASL.</i></p>	<p><b>AM.IC</b></p> <p><i>I can express myself in ASL fully not only on familiar topics but also on some concrete social, academic, and professional topics.</i></p> <p><i>I can sign in detail and in an organized way about events and experiences in various timeframes.</i></p> <p><i>I can confidently handle routine situations with an unexpected complication in ASL.</i></p>	<p><b>AM.PC</b></p> <p><i>I can deliver well-organized presentations on concrete social, academic, and professional topics in ASL.</i></p> <p><i>I can present detailed information about events and experiences in various timeframes in ASL.</i></p>

<i>.I can understand information signed in most genres, even when not familiar with the topic.</i>	<i>.I can share my point of view in discussions on some complex issues in ASL.</i>	
<b>Learning Indicator</b> <b>AM.IL.1</b> I can understand the main idea and many details of descriptions or interviews in ASL.	<b>Learning Indicator</b> <b>AM.I2C.1</b> I can communicate effectively in ASL on a wide variety of present, past, and future events.	<b>Learning Indicator</b> <b>AM.PC.1</b> I can present information in ASL about events of public or personal interest.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can understand many details signed in an interview with a famous person, such as a rock star, politician, or actor.</li> <li>• I can understand a signed Web-based presentation giving a virtual tour of a city or university.</li> <li>• I can understand a signed introduction that outlines the achievements of a speaker.</li> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can sign a clear and detailed story about childhood memories, or memorable events and answer questions about my explanation.</li> <li>• I can give clear descriptions about cultural events and respond to questions about them in ASL.</li> <li>• I can express present challenges in my school or work life, such as paying for classes or dealing with difficult colleagues in ASL.</li> </ul> <p>I can discuss future plans, such as where I want to settle down or what I will be doing in the next few years in ASL.</p> <ul style="list-style-type: none"> <li>• I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>• I can recount the details of an historical event in ASL.</li> <li>• I can present in detail the plot, setting, characters, etc. of a film or book in ASL.</li> <li>• I can describe in detail a social event or a local celebration in ASL.</li> <li>• I can present a full account of the social and cultural activities from a recent trip or excursion in ASL.</li> <li>• I can sign a story to a particular audience for dramatic effect.</li> <li>• I can incorporate simple analogies into presentations in ASL .</li> <li>• I can give an accurate description of something I participated in or witnessed in ASL.</li> <li>• I can...</li> </ul>
<b>Learning Indicator</b> <b>AM.IL.2</b> I can understand accounts of events in ASL.	<b>Learning Indicator</b> <b>AM.I2C.2</b> I can exchange general information on topics outside my fields of interest in ASL.	<b>Learning Indicator</b> <b>AM.PC.2</b> I can convey my ideas and elaborate on a variety of academic topics in ASL.

<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand a signed video message on a video phone on how someone missed a meeting because of an accident.</li> <li>● I can understand a family member recounting an event in a signed video memoir.</li> <li>● I can understand some autobiographical details of a well-known science figure in ASL.</li> <li>● I can understand a commentator's signed summary of a sporting event on TV.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can exchange general information about my community, such as demographic information and points of interests in ASL.</li> <li>● I can exchange general information about leisure and travel, such as the world's most visited sites or most beautiful places to visit in ASL.</li> <li>● I can exchange factual information about social and environmental questions, such as retirement, recycling, or pollution in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can make presentations in ASL on a variety of subjects I have researched.</li> <li>● I can teach a lesson to a particular audience in ASL.</li> <li>● I can give detailed presentations in ASL on the process and the outcome of an experiment, research study, etc.</li> <li>● I can make presentations in ASL to advocate for educational opportunities such as membership in a club, honor society, or travel.</li> <li>● I can give a presentation in ASL on a capstone or similar summative project such as a thesis or seminar.</li> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b></p> <ul style="list-style-type: none"> <li>● <b>AM.IL.3</b> I can understand directions and instructions on everyday tasks in ASL.</li> </ul>	<p><b>Learning Indicator</b></p> <p><b>AM.I2C.3</b> I can handle a complication or unexpected turn of events in ASL.</p>	<p><b>Learning Indicator</b></p> <p><b>AM.PC.3</b> I can give presentations in ASL with ease and detail on a wide variety of topics related to professional interests.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand multi-step instructions in a signed recipe presented on TV or YouTube.</li> <li>● I can understand when a friend tells me how to play a sport or game in ASL.</li> <li>● I can understand the details when a teacher explains how to complete a homework assignment to the class in ASL.</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can return or exchange a purchase when a vendor makes a mistake or when parts are missing.</li> <li>● I can clear up a major personal, school, or work place misunderstanding in ASL.</li> <li>● I can explain an injury or illness and manage to get help in ASL..</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can give a presentation in ASL about my studies, work, or organization to an outside audience.</li> <li>● I can advocate in ASL for new ideas or innovative approaches related to school, work, or training .</li> <li>● I can present detailed information to clients,</li> </ul>



• I can...	• I can...	customers, or others in ASL. • I can...
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## CORE PERFORMANCE COMPETENCIES

Language Competencies	Intercultural Competencies
<b>1. Interpretive Communication (IC)</b> I can interpret information, concepts, and ideas from fluent ASL users on a variety of topics.	<b>4. Investigation of Cultural Products and Practices (CPP)</b> I can use my language skills in ASL to investigate the world beyond my immediate environment.
<b>2. Interpersonal Two-Way Communication (I2C)</b> I can exchange information, concepts, and ideas with fluent ASL users on a variety of topics in a culturally appropriate context.	<b>5. Understanding of Cultural Perspectives (CP)</b> I can use my language skills in ASL to recognize and understand others' ways of thinking as well as my own.
<b>3. Presentational Communication (PC)</b> I can present information, concepts, and ideas in ASL to an audience of fluent ASL users on a variety of topics in a culturally appropriate context.	<b>6. Participation in Cultural Interaction (CIA)</b> I can use my language skills in ASL and cultural understanding to interact in a cultural context other than my own.

## ADVANCED HIGH (AH) PROFICIENCY LEVEL

<i>INTERPRETIVE</i>	<i>INTERPERSONAL</i>	<i>PRESENTATIONAL</i>
<i>Learner Benchmark</i> <b>AH.IL Interpretive Communication</b>	<i>Learner Benchmark</i> <b>AH.I2C Interpersonal Communication</b>	<i>Learner Benchmark</i> <b>AH.PC Presentational Communication</b>
<b>AH.IL</b> <i>I can easily follow narrative, informational and descriptive communication in ASL.</i> <i>I can understand discussions in ASL on most topics that deal with</i>	<b>AH.I2C</b> <i>I can express myself freely and spontaneously in ASL, and for the most part accurately, on concrete topics and on most complex issues.</i> <i>I can usually support my opinion</i>	<b>AH.PC</b> <i>I can deliver detailed presentations in ASL, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some</i>

<i>special interests, unfamiliar situations, and abstract concepts.</i>  <i>I can sometimes follow extended arguments and different points of view in ASL.</i>	<i>and develop hypotheses on topics of particular interest or personal expertise in ASL.</i>	<i>special fields of expertise.</i>
<b>Learning Indicator</b> <b>AH.II.1</b> I can easily understand detailed reports and exposés in ASL.	<b>Learning Indicator</b> <b>AH.I2C.1</b> I can exchange complex information about academic and professional tasks in ASL.	<b>Learning Indicator</b> <b>AH.PC.1</b> I can present complex information on many concrete topics and related issues in ASL.
<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can understand a signed interview in which the relationship of texting and traffic accidents is detailed by victims' reports on their experiences.</li> <li>● I can understand a signed report on the increased crime rate in a community that includes descriptions of specific incidents of crime.</li> <li>● I can understand a signed exposé on celebrities as heroes.</li> <li>● I can...</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can exchange complex information about my academic studies, such as why I chose the field, course requirements, projects, internship opportunities, and new advances in my field in ASL.</li> <li>● I can exchange complex information about my work responsibilities, such as the hiring process, my work schedule, the nature of my tasks, how I interface with other employees, opportunities for advancement, and new directions in my field in ASL.</li> <li>● I can exchange complex professional or academic information to engage in collaborative work with my counterparts in different regions in ASL.</li> </ul>	<b>Sample Learning Targets</b> <ul style="list-style-type: none"> <li>● I can deliver detailed and well-organized presentations about topics that I have studied, such as modern art or Internet journalism in ASL.</li> <li>● I can present complex information about my work responsibilities, such as interfacing with other employees, and new directions in the field in ASL.</li> <li>● I can give a presentation in ASL about cultural influences on society.</li> <li>● I can express details and the value of an experiment I have performed in ASL .</li> <li>● I can incorporate a variety of supporting media and materials such as statistics, analyses, trends, polls, etc. into a presentation in ASL.</li> <li>● I can...</li> </ul>

<p><b>Learning Indicator</b>  <b>AH.II.2</b> I can often understand various viewpoints in extended arguments in ASL.</p>	<p><b>Learning Indicator</b>  <b>AH.I2C.2</b> I can exchange detailed information on topics within and beyond my fields of interest in ASL.</p>	<p><b>Learning Indicator</b>  <b>AH.PC.2</b> I can present a viewpoint with supporting arguments on a complex issue in ASL.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can follow the argument when students debate the advantages and disadvantages of travel supported by examples of their personal experiences in ASL.</li> <li>● I can understand the main points made in a signed conversation where two people are arguing the pros and cons of social networking.</li> <li>● I can understand a debate on the legal age of drinking in ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can exchange detailed information about my personal and professional interests in ASL .</li> <li>● I can exchange detailed information on technological advances in ASL .</li> <li>● I can participate in signed conversations on social or cultural questions relevant to users of ASL.</li> <li>● I can...</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can present a detailed, supported argument about the need for alternative energy sources or other environmental topic in ASL.</li> <li>● I can clearly present a particular political viewpoint in ASL.</li> <li>● I can present an argument in favor of an economic policy and support my opinion with details in ASL .</li> <li>● I can defend or challenge a controversial action taken by a person or group in ASL.</li> <li>● I can...</li> </ul>
<p><b>Learning Indicator</b>  <b>AH.II.3</b> I can understand discussions and presentations in ASL on many concrete and abstract topics.</p>	<p><b>Learning Indicator</b>  <b>AH.I2C.3</b> I can support my opinion and construct hypotheses in ASL.</p>	<p><b>Learning Indicator</b>  <b>AH.PC.3</b> I can use appropriate presentational conventions and strategies in ASL.</p>
<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can understand the benefits of marathon running as detailed in a vlog.</li> <li>● I can understand many points made in a vlog presentation advocating for changes to immigration laws.</li> <li>● I can understand a justification for protesting a cut in programs</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can give a supported argument in ASL about work-related processes that would benefit me and my employer.</li> <li>● I can give a supported argument in ASL about social reform, such as daycare and elder care.</li> <li>● I can usually defend my views in a debate in ASL.</li> </ul>	<p><b>Sample Learning Targets</b></p> <ul style="list-style-type: none"> <li>● I can present a detailed, supported argument in ASL about the need for alternative energy sources or other environmental topic.</li> <li>● I can clearly present a particular political viewpoint in ASL.</li> <li>● I can present an argument in favor of an economic policy and</li> </ul>

<p>in ASL.</p> <ul style="list-style-type: none"> <li>● I can...</li> </ul>	<ul style="list-style-type: none"> <li>● I can...</li> </ul>	<p>support my opinion with details in ASL.</p> <ul style="list-style-type: none"> <li>● I can defend a controversial action taken by a person or group in ASL.</li> <li>● I can...</li> </ul>
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NOVICE				INTERMEDIATE			ADVANCED			
LowMidHigh				LowMidHigh			LowMidHigh			
I n t e r p r e t i v e	ONE WAY	I can recognize a few memorized words and phrases.	I can recognize some familiar words and phrases.	I can often understand words, phrases, and simple sentences related to everyday life.  I can recognize pieces of information and sometimes understand the main topic.	I can understand the main idea in short, simple messages and presentations on familiar topics.  I can understand the main idea of simple conversation.	I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.  I can understand the main idea of simple conversations	I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.  I can usually understand a few details of conversations, even when something unexpected is expressed.  I can sometimes follow events and experiences in various timeframes.	I can understand the main idea and some supporting details in organized communication on a variety of topics of personal and general interest.  I can follow stories and descriptions of some length and in various timeframes.  I can understand information presented in a variety of genres on familiar topics, even when something unexpected is conveyed	I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.  I can follow stories and descriptions of some length and in various time frames.  I can understand information presented in most genres, even when not familiar with the topic.	I can easily follow narrative, informational, and descriptive communication.  I can understand discussions on most topics that deal with special interests, unfamiliar situations, and abstract concepts.  I can follow extended unfamiliar situations, and abstract concepts.  I can sometimes follow extended arguments and different points of view.
		I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in	I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way	I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional	I can express myself freely and spontaneously, and for the most part accurately, on concrete topics and on most complex

e r s o n a l  P r e s e n t a t i o n a l			sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions	interactions in everyday situations by asking and answering simple questions.	short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	various timeframes. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	and with some detail about events and experiences in various timeframes. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.	topics. I can talk in detail and in an organized way about events and experiences in various timeframes. I can confidently handle routine situations with an unexpected complication. I can share my point of view in discussions on some complex issues.	issues. I can usually support my opinion and develop hypotheses on topics of particular interest or personal expertise.
	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.	I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make some presentations on events and experiences in various timeframes.	I can deliver organized presentations appropriate to my audience on a variety of topics. I can present information about events and experiences in various timeframes.	I can deliver detailed presentations, usually with accuracy, clarity and precision, on a variety of topics and issues related to community interests and some special fields of expertise.

